

Austin Peay State University

Enrollment Management and Academic Support

EL 207

Some facts about the Fall 2008 Freshmen (from the Transition to College Inventory):

In the last year of high school:

- ✚ 69% spent 1-5 hours or less per week *“studying or doing homework”*
- ✚ 80% spent 6 or more hours per week *“socializing with friends”*
- ✚ 84% spent 1-5 hours or less per week *“talking with teachers outside of class”*
- ✚ 52% *“worked for pay”* 16 or more hours per week
- ✚ 69% had *“difficulty concentrating on assignments”*
- ✚ 75% occasionally *“made careless mistakes on tests”*
- ✚ 18% frequently and 52% occasionally *“felt overwhelmed by all they had to do”*
- ✚ 14% frequently and 52% occasionally *“felt too bored to study”*

Compared to peers:

- ✚ 61% classified their *“general academic ability”* as either *top10%* or *above average*
- ✚ 58% classified their *“mathematical ability”* as either *average* or *below average*
- ✚ 94% classified their *“reading comprehension”* as either *top10%*, *above average*, or *average*
- ✚ 81% classified their *“study skills”* as either *above average* or *average*
- ✚ 80% classified their *“time management skills”* as either *above average* or *average*
- ✚ 91% classified their *“writing ability”* as either *top 10%*, *above average*, or *average*
- ✚ 92% classified their *“computer skills”* as either *top 10%*, *above average*, or *average*
- ✚ 73% classified their *“drive to achieve”* as either *top 10%* or *above average*

Motivation and attitude:

- ✚ 84% strongly agreed *“It is important to me to be a good student”*
- ✚ 96% strongly agreed or moderately agreed *“I expect to work hard at studying in college”*
- ✚ 95% strongly agreed or moderately agreed *“I am committed to being an active participant in my college studies”*
- ✚ 99% strongly agreed or moderately agreed *“I will be proud to do well academically in college”*
- ✚ 94% strongly agreed or moderately agreed *“I want others to see me as an effective student in college”*
- ✚ 88% strongly agreed or moderately agreed *“I admire people who are good students”*
- ✚ 84% strongly agreed or moderately agreed *“I find learning to be fulfilling”*
- ✚ 89% strongly agreed or moderately agreed *“I will allow sufficient time for studying in college”*
- ✚ 96% strongly agreed or moderately agreed *“I feel really motivated to be successful in my college career”*
- ✚ 87% indicated there was a *very good chance* or *some chance* they would *“feel overwhelmed occasionally by all I have to do”*

Academic expectations:

- ✚ 71% indicated that the *“most likely cause if they leave before receiving a degree”* is if they *“obtain a degree”*
- ✚ 31% indicated there was a *very good chance* they would *“graduate with honors”*, 64% indicated there was *some chance*.
- ✚ 77% indicated there was *no chance* they would *“miss more than one class per week”*

- ✚ 60% indicated there was a *very good chance* they would “develop a good relationship with at least one faculty member or an advisor”, 40% indicated there was *some chance*
- ✚ 81% indicated there was a *very good chance* they would “earn at least a “B” average”
- ✚ 60% indicated there was a *very good chance* they would “study with other students”
- ✚ 84% indicated there was *no chance* they would “fail one or more courses”
- ✚ 77% indicated there was *some chance* they would “find my courses boring”

College career expectations:

- ✚ 69% chose APSU as their “first choice of colleges to which they were accepted”
- ✚ 75% indicated there was a *very good chance* they would “complete a bachelor’s degree at this college”
- ✚ 90% indicated there was *no chance* they would “be placed on academic probation”
- ✚ 93% indicated there was *no chance* they would “drop out of college temporarily”
- ✚ 98% indicated there was *no chance* they would “drop out of college permanently”
- ✚ 64% indicated there was *no chance* they would “transfer to another college at the end of my freshmen year”, 32% indicated there was *some chance*
- ✚ 51% indicated there was *some chance* they would “transfer to another college sometime in the future”, 11% indicated there was a *very good chance*
- ✚ 70% indicated there was a *very good chance* they would “return for the fall semester of my sophomore year”, 25% indicated there was *some chance*
- ✚ 76% indicated there was a *very good chance* they would “be satisfied with this college”, 24% indicated there was *some chance*

College experience expectations:

- ✚ 67% *often* or *very often* expect to “use the library as a place to study and do research for classes”
- ✚ 90% *occasionally* or *often* expect to “talk with faculty informally outside of class”
- ✚ 99% *very often*, *often*, or *occasionally* expect to “think about course material outside of class and/or discuss it with other students”
- ✚ 88% *very often*, *often*, or *occasionally* expect to “participate in cultural events on campus”
- ✚ 87% *very often* or *often* expect to “use what you learn in classes in your outside life”
- ✚ 87% *very often* or *often* expect to “actively participate in your classes”
- ✚ 48% indicated there was a *very good chance* or *some chance* they would “work full-time while attending college”
- ✚ 95% indicated there was a *very good chance* or *some chance* they would “work part-time while attending college”

Above information compiled and prepared by Kay Haralson, Institutional Research and Effectiveness

Risk comparisons
based upon Non-Cognitive factors identified via the Transition to College Inventory
(Administered to Freshmen at Summer Welcome)

For detailed descriptions of each risk see the attached “Transition to College Inventory, Interpreting the Individual TCI Student Profile”

N = 1167

Summary of risk levels:

Scores of **0-4--low risk** for academic difficulty

Scores of **5-8--above average risk**

Scores of **9 and above** are considered to be **high risk** and should receive some intervention assistance in the fall if they are to avoid academic difficulty in their first semester of college.

The **mean risk** of 1197 scores was: **6.58--above average risk category.**

32.8% -- 0-4 or **low risk** range

40.95% -- 5-8 or **above average** risk range

26.3--9 or higher--**high risk** range

67.25% APSU Freshmen—are at risk for reasons that are not related to academic indicators

The risk level ranged from 0 (14 students) to 23 (2 students);

Mean risk based upon Summer Welcome (registration date):

Date (description)	N	Mean	Risk factor significant differences
5/29 (Scholarship)	112	4.643	The risk was significantly low for 5/29 compared to all other dates except June 13.
June 12 (Conditional)	89	7.494	The risk was significantly higher for 6/12 compared to 5/29 and 6/13 only.
June 13 (Unconditional)	175	5.480	The risk was significantly lower for 6/13 compared to all other dates except 5/29, 7/12, and 7/17.
July 12 (unconditional)	149	6.638	There was no significant difference between the risk of 7/12 and all other dates except 5/29.
July 16 (conditional)	67	7.851	The risk was significantly higher for 7/16 compared to 5/29 and 6/13.
July 17 (unconditional)	198	6.551	There was no significant difference between the risk of 7/17 and all other dates except 5/29.
July 30 (unconditional)	170	6.976	The risk was significantly higher for 7/30 compared to 5/29 and 6/13 only.
August 1 (conditional)	55	7.909	The risk was significantly higher for 8/1 compared to 5/29 and 6/13 only.
August 12 (unconditional)	147	7.190	The risk was significantly higher for 8/12 compared to 5/29 and 6/13 only.
Aug. 19 (unconditional)	5	8.800	N/A too few results to determine significance

Other data analysis indicates that there is a significant difference in level of risk for conditional when compared to unconditional. However, the above data also suggests that students who register later also

have a significantly higher risk than those who register early; regardless of admission status. This may imply that the later a student registers the more likely they are to come to APSU with the same level of non-cognitive risk factors as a conditionally admitted student.

The above data basically indicates that although there are significant differences in the risk level for conditionally admitted students versus unconditional students, those who register later, regardless of admission status essentially have the same level of risk as conditionally admitted students.